

## KS1: Year 1 Reading - Probing Questions

PLC Reference	Probing Question
<b>1. The Child as a Reader</b>	
1a. Is increasingly familiar with a wide range of stories, fairy stories and traditional tales	Can you tell me what happened in this story? Who are the characters in the story? Are any of the characters similar to characters in other stories you know? How would I know if a story is a traditional story? Where does the story take place?
1b. Is developing pleasure in reading	Tell me about a story or information book you enjoyed reading. Where/when is your favourite place/time to read? How does reading make you feel? If you could choose to read a book about anything, what would it be about?
1c. Can recognise rhymes and some simple poems	Do you notice any patterns? What is special about the words at the end of each line?

<b>2. Word Reading, decoding and understanding</b>	
2a. Can apply phonic knowledge as a route to decode words	Can you sound out this word? Do you recognise any parts of this word? Can you find the root word? How does this help you work out what the whole word says?

<p>2b. Can recognise, read and identify correct sound to grapheme for all 40+ phonemes</p>	<p>Can you sound out this word? How does this help you work out what the whole word says?</p>
<p>2c. Can recognise, read and identify alternative sounds for some graphemes</p>	<p>Could this grapheme make any other phonemes? Which phoneme does it make in this word? How do you know? How do you know that this is a vowel/consonant phoneme?</p>
<p>2d. Can break words into more than one syllable that contain taught GPCs</p>	<p>What is a syllable? How many syllables does this word have? How do you know? Do you recognise any of these syllables from other words that you know?</p>
<p>2e. Can read words with increasing fluency without overt sounding and blending</p>	
<p>2f. Can read common exception words</p>	
<p>2g. Can recognise and read prefix un and use this to construct meanings of words</p>	<p>What is the root word? What does it mean by itself? What if we add this prefix to it? How does this change the meaning of the root word? What is the meaning of the prefix?</p>
<p>2h. Can recognise and read a range of suffixes and use these to construct the meanings of words in context e.g. s, es, ing, er, est, ed</p>	<p>What is the root word? What does it mean by itself? What if we add this suffix to it? How does this change the meaning of the root word?</p>

<p>2i. Can recognise an increasing range of punctuation (. CL ! ?) and use this to add expression and understanding to the text</p>	<p>Why is x (punctuation) used here? How does this help you decide what expression is needed?          How does it help to give the text more meaning?          How would it affect the meaning of the text if it wasn't there?</p>
<p>2j. Can use the context of the text and pictures to help read unfamiliar words</p>	<p>What does the rest of the sentence say? Do you recognise any graphemes in this word?          Which parts of this word are similar to other words you know?          What clues does the picture give you?</p>
<p>2k. Can read words with simple contraction</p>	<p>Can you work out which two words combined made this word?</p>
<p>2l. Can discuss word meanings, linking new meanings to those they already know</p>	<p>Are there any words in the text that you don't understand? Can you explain the meaning of ... word? Can you think of another word that means the same as ...? Think of another sentence you could use that word in ...</p>
<p><b>3. Comprehension (retrieval)</b></p>	
<p>3a. Join in with predictable phrases or refrains</p>	
<p>3b. Can explain what is read in their own words</p>	<p>Can you <b>describe</b> what you have just read in your own words?</p>
<p>3c. Recall main points (who, what, where, when, how, why answers)</p>	<p>Who solved the problem in the story? What did they do?          What was the first thing that happened in the story?          Can you list 3 main events in the story?</p>
<p>3d. Link what they read or hear to their own experiences</p>	<p>Has this ever happened to you?          Do you know someone like this?          Could this happen here?</p>

<b>4. Comprehension (Sequencing)</b>	
4a. Identify components of a story – beginning, middle and end	Use three sentences to describe the beginning, middle and end of this text? What happened at the start/end?

<b>5. Comprehension (Inference)</b>	
5a. Can answer simple 'How' and 'Why' questions from pictures or text	How can you tell whether the character is happy or sad? Why do you think it is summer/winter?
5b. Can discuss the actions of characters and justify views on the basis of what is being said and done	Was the character good or bad? Explain your answer? Why do you think the character did what they did? Can you explain why ... ?
<b>6. Comprehension (Prediction)</b>	
6a. Can discuss significance of title	From the title, what do you think might happen in this book? From the title, what character might we find in this book?
6a. Can make predictions sometimes based on what has been read so far	Look at the cover/title/first few lines ... what do you think will happen next? How have they helped you come up with this idea? What do you think will happen to the X character? Why do you think this? What do you think might happen next? Why do you think that?